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ABSTRACT

This paper describes the results of a survey of teacher education faculty that was prompted by efforts to make educational beliefs an explicit component of the curricula of teacher preparation programs at Michigan State University. The analysis sought to determine: (1) the extent to which faculty agree on the ways beliefs should be shaped within a given program; and (2) the level of variation in how beliefs are covered within and between programs. An analysis of the results suggested that teacher preparation programs have a limited influence on teachers' orientations and beliefs. This is attributed to: (1) a frequent lack of agreement among program faculty as the ways in which beliefs should be shaped; and/or (2) faculty's collective failure to challenge inappropriate prevailing beliefs or to encourage students to form their own opinions on certain educational issues. There was clear evidence of the need to make educational beliefs an explicit, rather than implicit, component of teacher education curricula. (JD)

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Research and Evaluation in Teacher Education

Program Evaluation Series No. 17

Faculty Definitions of Desirable Teacher Beliefs

Bruce A. Brousseau and Donald J. Freeman

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Department of Teacher Education
and
Office of Program Evaluation

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Program Evaluation Series No. 17

Faculty Definitions of Desirable Teacher Beliefs

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Faculty Definitions of Desirable Teacher Beliefs

Fenstermacher (1979) argues that, "if our purpose and intent are to change the practices of those who teach, it is necessary to come to grips with the subjectively reasonable beliefs of teachers" (p. 174). In a similar vein, Feiman-Nemser and Floden (1986) propose that, "teacher education must build on or rebuild what teachers and teachers-to-be already believe about their work" (p. 523). But in the design of most teacher education curricula, concerns about educational predispositions and beliefs take a back seat to efforts to promote the acquisition of professional knowledge or competence in classroom performance.

The purpose of this paper is to describe the results of a survey of teacher education faculty that was prompted by efforts to make educational beliefs an explicit component of the curricula of teacher preparation programs at Michigan State University (MSU). The goals that guided our initial analyses were to determine: (a) the extent to which faculty agree on the ways beliefs should be shaped within a given program and (b) the level of variation in how beliefs are covered within and between programs.

Procedure

Sample:

The "faculty" referred to in this report represent instructors in the five teacher preparation programs offered by MSU's College of Education. Four of the five programs were introduced approximately five years ago as "alternatives" to the ongoing, standard program. In contrast to the traditional structure of the standard program, the

alternative programs are organized around themes related to enduring problems in educational practice. The "Heterogeneous Classrooms" program, for example, focuses on the issue of how teachers account for, and build on, academic and cultural diversity in the classroom. The number of faculty from each program who participated in the survey were as follows:

- Academic Learning (AL) 12 of 14
- Heterogeneous Classrooms (HC) 10 of 13
- Learning Community (LC) 13 of 14
- Multiple Perspectives (MP) 16 of 16
- Standard (SP) 6 of 22

Whereas more than 90% of the faculty in each of the alternative programs completed the survey, less than one-third of the faculty in the standard program returned completed questionnaires. Data from faculty in this program will therefore be excluded from analyses focusing on inter-program comparisons.

The group labeled "ENTRY" in this report, represent a set of 932 students who completed the "Entering Teacher Candidate Survey" while enrolled in an introductory educational psychology class (TE 200) at MSU. These data were collected during the first week of classes from fall 1985 to winter 1987.

Instrument

The questionnaire survey that plays a central role in this investigation is a modified version of the "MSU Educational Beliefs Inventory" (Freeman et al., 1982). The MSU Inventory consists of 53 statements that are intended to reflect a representative sample of beliefs for each of Schwab's (1960) four commonplaces of schooling

(students, curriculum, social milieu, and teachers), plus a fifth category designed to capture beliefs about pedagogy.

When entry-level teacher candidates completed the original version of the inventory, they were asked to indicate the extent to which they agreed with each belief statement on a five-point Likert scale (ranging from 1 = strongly agree to 5 = strongly disagree). When faculty completed the modified version of the inventory, they were asked to make two judgments regarding each statement:

(A) How should graduates of your program respond to each statement - should they (1) agree, (2) disagree, or (3) BOTH agree and disagree (i.e., adopt their own informed positions)?, and

(B) To what extent do you deal with each opinion/belief in the course you teach in this program? The four options ranged from 1 = do not cover because it is not an important issue to 4 = emphasize (see Appendix A for more details).

When describing how they hoped students would respond to each statement, faculty could also check a fourth category, NEITHER agree nor disagree, to indicate that their interpretation of program goals did not provide an adequate indication of how program graduates should respond.

Results

Results for Each Program: Figure 1 illustrates one of the ways survey results were presented to faculty in each of the four alternative programs. This particular set of findings was prepared for faculty in the Academic Learning Program. It was intended to stimulate discussions of the ways in which beliefs are (or should be) considered within that program. Looking across the entries in this figure, it is readily apparent that faculty did not always agree on the ways in which a

particular belief should be shaped. There were also significant differences in the extent to which beliefs were considered across courses in the program. Look, for example, at item 21! All Academic Learning program faculty said that the item was important though three respondents did not cover this issue in their classes. Two AL faculty reported emphasizing the issue represented by item 21, but notice that five respondents said program graduates should disagree with the statement, three said graduates should agree, and the remaining four said graduates should take their own informed position after dealing with the statement as an open-ended issue in the program. Belief statements that received little or no coverage in the Academic Learning program were likely to be judged as insignificant issues by two or more members of the faculty. This same relation was also evident in the other three programs.

The data were also summarized for each program by coding responses to reflect (a) the direction in which faculty felt the belief should be shaped, and (b) the extent to which faculty covered each belief in the courses they taught. The first scale (agreement) was recoded such that AGREE was given the weight of +1, DISAGREE -1, and BOTH was assigned the value zero. A NEITHER response was treated as missing data.

The second (emphasis) scale was recoded to reflect the degree to which a belief was covered in each class in the program. The first two options (not covered) were assigned the value of zero. If the faculty said they "covered" the issue the value of one was given to their response. If the issue was "emphasized" in a class, this response was given the weight of three. Means were then calculated for each item, program by program, to establish agreement and emphasis scores (see Table 1).

By studying Table 1, program faculty can get a sense of the extent to which faculty agree on ways beliefs are being addressed within a given program and the level of coverage given to each belief. Both "agreement" and "emphasis" scores are fairly constant across programs. Indeed, given the small number of respondents in each group, they are surprisingly similar. There are, of course, exceptions to this generalization (see, for example, items #3, 45, 89, 95, and 103).

Entries in Appendix A show response distributions for each item aggregated across all 57 respondents. Comparisons of these entries with those of the TOTAL columns in Table 1 may give one a clearer sense of the meaning of the derived agreement and emphasis scores.

Secondary Analyses of the Data:

While completing the primary analyses summarized in Table 1 and Figure 1, the authors were struck by certain patterns in the data. For example, a closer examination of Table 1 suggests that a relationship may exist between the magnitude of the agreement and emphasis scores (i.e., the higher the agreement among faculty regarding the position a graduate should take on a particular issue, the higher the level of emphasis that issue was likely to receive in a given program).

The correlations between agreement and emphasis scores were therefore computed for each of the alternative programs (see Table 2). The pertinent results were as follows:

	r	p
Academic learning	.47	.001
Heterogeneous Classrooms	.33	.008
Learning Community	.51	.001
Multiple Perspectives	.43	.001
TOTAL	.52	.001

Avoiding Equivocal Issues:

Table 3 summarizes relationships between desired responses (e.g., agree, disagree) and levels of coverage. Collectively these data reveal clear patterns across all four programs between the ways faculty said they wanted graduates to respond to a given statement - agree, disagree, both, or neither - and the level of coverage they said they gave that issue in the course they taught.

The data in the upper left hand cell of Table 3, for example, indicates that the 12 faculty in the Academic Learning program said that program graduates should agree with 50.2 percent of the statements on the survey. They also indicated that they covered 35.5 percent of the statements of this type and emphasized 33.9 percent of the beliefs in this category. In other words, they were likely to cover beliefs with which they wanted graduates to agree. As these data show, faculty were more likely to emphasize beliefs with which they wanted graduates to take a specified stance than with issues on which they felt students should adopt their own informed positions.

Comparing Faculty and Student Responses:

These findings prompted one final set of analyses. As a test of the emerging hypothesis that faculty typically reinforce (rather than challenge) prevailing beliefs, we contrasted the position program faculty said they wanted students to assume with the responses students actually made to the 53 belief statements at the time they entered the program. Across 44 of the 53 statements, students responses were generally in accord with the desired reaction identified by the faculty (see Table 4 for examples). Said another way, entry-level teacher candidates held beliefs that did not match the desired response

identified by the faculty for only nine of the 53 statements in the survey (see Table 5).

Data presented in Tables 4 and 5 also describe the percent of faculty who reported that they emphasize each belief in the courses they teach. These percentages were considerably higher for the nine items where the faculty and students were in the greatest accord than for the nine statements in which they had the least accord (average percentages = 40.3 vs. 22.2). In other words, faculty were more likely to emphasize issues on which they and their students already agreed than beliefs on which there was a conflict between the students' initial position and that which the faculty view as desirable.

Conclusion

As Floden (1984) points out, "if a teacher educator knows what teachers initially believe, he may take pains to discredit those initial beliefs, or to show how their plausibility is attributable to relationships not previously considered" (p. 28). This would seem to suggest that teacher educators should try to gain some knowledge of the position their students take on educational issues as well as the rationale for taking this position. It also suggests that teacher educators should emphasize beliefs that (a) should be discredited, or (b) are held for inappropriate reasons. However, our data indicates that quite the opposite may be true in regard to beliefs that should be discredited.

Some researchers such as Lortie (1975) and Tabachnick and Zeichner (1984) have argued that teacher preparation programs are likely to have a limited impact on teachers' orientations and beliefs because perspectives on teaching have been shaped and internalized during the

thousands of hours teacher candidates have spent in K-12 classrooms. Despite clear limitations in both internal and external validity, this study seems to suggest that the limited influence of teacher preparation programs may also be traced to: (a) a frequent lack of agreement among program faculty as to the ways in which beliefs should be shaped, and/or (b) faculty's collective failure to challenge inappropriate prevailing beliefs or to encourage students to form their own opinions on certain educational issues. Above all, this investigation provides clear evidence of the need to make educational beliefs an explicit, rather than an implicit component of teacher education curricula.

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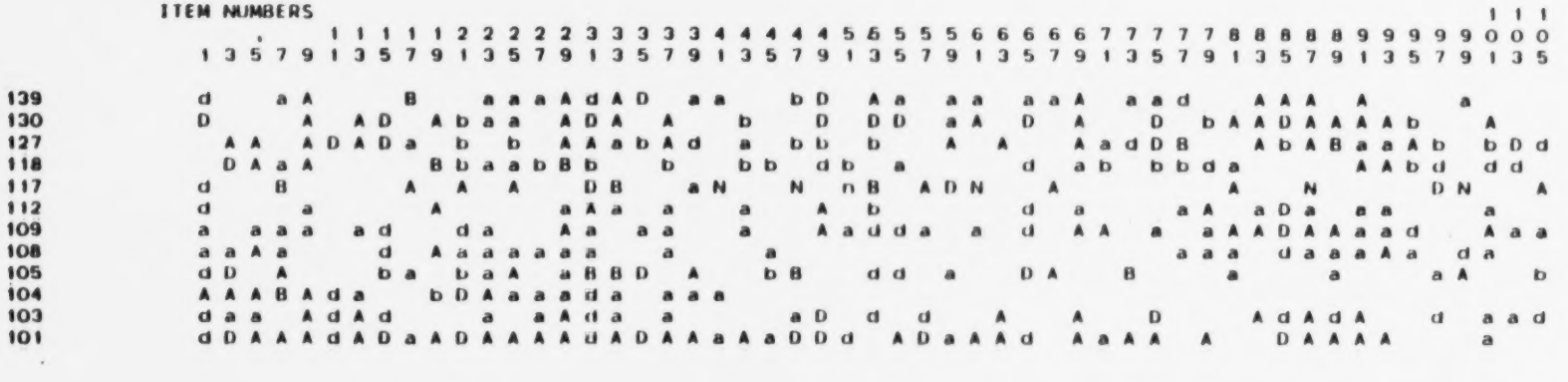
Figure 1

The two data matrices below shows response patterns for faculty in the Academic Learning (AL) program relative to their answers to the Office of Program Evaluation's (OPE) "Spring 1986 Faculty Survey".

The following response KEY is used for both matricies:

A or a = respondent thinks program graduates should agree with the statement
D or d = respondent feels program graduates should disigree with the statement
B or b = graduates should adopt their own informed position
N or n = AL program goals will not provide an indication of how graduates should respond

For the first matrix, UPPER CASE letters indicate that the respondent reported the opinion or belief represented by the item is "EMPHASIZED" in the course(s) they teach. Lower case letters indicate that the opinion or belief reflected by the statement is "covered, but not emphasized" in their class(es).



For this matrix, UPPER CASE letters indicate that the respondent reported that the opinion or belief represented by the item is "NOT COVERED" in the course(s) they teach. Lower case letters indicate that the opinion or belief reflected by the statement is "not an important issue for teachers" in their class(es).

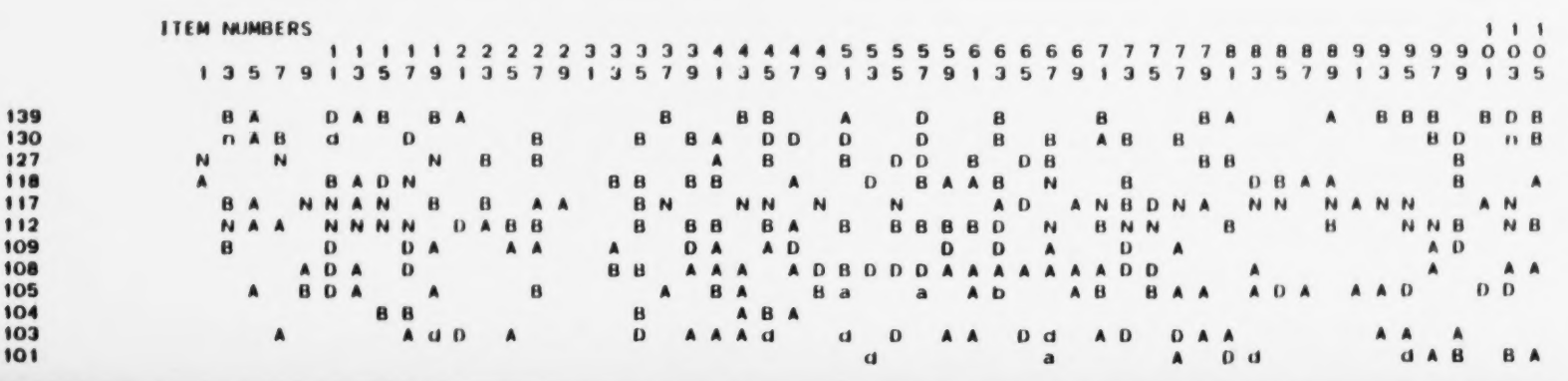


Table 1

Between Program Comparisons of "Agreement" and "Emphasis" Scores.

	AGREEMENT					EMPHASIS				
	AL n = 12	HC n = 10	LC n = 13	MP n = 16	TOTAL n = 57	AL	HC	LC	MP	TOTAL
1	- .273	.0	- .500	- .500	- .302	1.167	0.556	0.583	1.250	.891
3	.100	- .125	.727	.231	.213	1.417	.556	.667	.813	.909
5	1.000	1.000	.923	1.000	.982	1.417	1.556	2.417	1.250	1.618
7	.727	.600	.636	.667	.585	1.333	1.000	.818	.938	1.056
9	.909	.900	.769	.733	.778	1.917	1.556	1.538	2.125	1.857
11	- .900	- .700	- .846	- .667	- .772	.500	1.556	2.462	1.500	1.482
13	1.000	.900	.846	1.000	.909	1.167	1.667	1.923	1.750	1.571
15	- .700	- .500	- .769	- .800	- .704	1.083	2.000	2.385	1.813	1.804
17	.200	.200	.0	.250	.113	.750	1.222	1.083	.875	.964
19	.455	.600	.692	.714	.630	1.333	1.333	1.923	1.285	1.574
21	- .167	- .500	- .308	- .071	- .241	1.250	1.667	1.077	1.500	1.339
23	.833	.700	.692	.800	.768	1.083	1.444	1.846	1.400	1.491
25	.833	.700	.846	.467	.696	1.250	1.000	1.692	1.600	1.455
27	.583	.300	.833	.267	.463	.667	1.000	.833	1.133	.907
29	.917	.778	.846	.813	.786	2.083	1.778	1.615	1.750	1.768
31	- .167	- .100	- .083	- .357	- .167	1.833	1.222	1.167	1.000	1.291
33	.667	.800	.615	.429	.593	1.583	1.556	1.846	.875	1.446
35	- .250	- .444	- .615	- .600	- .444	.917	.875	1.000	.813	.855
37	.818	.500	.692	.533	.618	1.250	1.444	2.000	2.188	1.768
39	.417	.400	.462	.067	.291	.833	1.556	.583	.733	.796
41	.727	.800	.923	.800	.815	.500	.889	1.385	.813	.929
43	.727	.500	.846	.571	.648	.667	.667	1.308	.563	.875
45	.091	.0	- .538	- .200	- .130	.333	.444	.833	.938	.691
47	.182	.200	.154	.0	.189	1.000	.333	.750	.188	.564
49	- .273	- .111	- .154	- .267	- .185	1.818	1.556	1.615	1.938	1.709
51	.0	- .222	- .417	- .231	- .188	.364	.667	.333	.188	.389
53	- .543	- .100	.154	.214	- .057	1.273	.889	1.250	1.625	1.204
55	- .300	- .444	- .846	- .733	- .635	.909	2.125	1.615	1.313	1.370
57	- .273	- .222	- .750	- .538	- .440	.727	1.250	1.154	.750	.852
59	.545	.778	.923	1.000	.811	.909	1.500	1.615	.813	1.241
61	.800	.889	.750	.714	.720	1.000	.750	1.000	.313	.774
63	.273	.286	.846	.533	.549	.818	1.000	2.462	1.500	1.444
65	- .636	- .875	- .769	- .800	- .755	1.000	1.375	1.154	.938	1.093
67	.556	.833	.364	.100	.415	.636	.125	.0	.188	.264
69	1.000	.500	.636	.500	.674	1.818	.875	.750	.500	.906
71	.600	.500	.615	.500	.490	.545	1.750	1.769	1.750	1.463
73	- .200	- .500	- .600	- .692	- .488	.727	1.250	.250	1.125	.755
75	- .200	.125	.077	- .133	- .077	1.364	1.375	1.000	1.500	1.370
77	.300	.0	.077	.357	.231	.636	.625	1.083	1.000	.887

Table 1 (cont.)

	AGREEMENT					EMPHASIS				
	AL n = 12	HC n = 10	LC n = 13	MP n = 16	TOTAL n = 57	AL	HC	LC	MP	TOTAL
79	.545	.889	.769	.800	.704	.909	2.125	2.333	1.938	1.868
81	.636	.556	.750	.800	.678	1.091	2.000	1.417	1.750	1.528
83	.600	.357	.667	.250	.479	1.455	.625	1.385	.750	1.074
85	- .600	- .500	- .167	- .733	- .471	1.636	.750	.909	1.563	1.346
87	1.000	.444	.308	.688	.611	2.091	1.125	1.417	1.563	1.585
89	.600	.111	- .167	.333	.288	1.364	1.500	1.167	1.250	1.377
91	1.000	1.000	.923	1.000	.927	1.727	1.125	1.917	1.938	1.736
93	.900	.889	.846	.867	.868	1.364	2.125	2.462	2.000	2.037
95	.0	- .125	.462	.357	.200	.636	1.625	1.500	1.188	1.208
97	.100	.250	.333	.385	.265	.636	.500	.833	.375	.642
99	.0	.0	- .333	- .385	- .224	.727	1.250	.583	.750	.830
101	.455	- .500	- .167	.133	.0	1.091	1.125	.833	1.313	1.113
103	- .125	- .111	- .583	.143	- .208	.545	.750	.917	.500	.642
105	.273	.714	.333	.333	.386	.636	.375	.091	.688	.442

Entries in the first four columns of this table represent the mean values for the "agreement" scale for each belief statement across the alternative programs. This value can range from -1 (which would indicate that all program faculty said graduates should disagree with the statement), to +1. The closer the agreement score is to zero, the less likely faculty are to agree on what position program graduates should take on the issue represented by the item.

Columns six through nine contain the corresponding "emphasis" scores. This value has a possible range from zero (i.e., the issue is not covered at all in the program), to 3.0 which would mean that every faculty member in the program reported emphasizing the issue represented by the belief statement.

The TOTAL columns (5 and 10) contain the same scores, aggregating across all respondents. Readers may wish to compare these mean scores with the distributions shown in Appendix A to get a clearer sense of their meaning.

Table 2

Zero-Order Correlations Between Agreement and Emphasis Scores.

	AGREEMENT					EMPHASIS				
	AL	HC	LC	MP	TOTAL	AL	HC	LC	MP	TOTAL
AL - A	1	.7417	.5237	.6398	.8062	.4674	.3015	.5206	.4261	.5568
HC - A		1	.6201	.6802	.8414	.2104	.3276	.4116	.2497	.3933
LC - A			1	.6808	.8224	-.0443	.3108	.5097	.1943	.3176
MP - A				1	.8827	.2379	.4732	.5900	.4256	.5631
T - A					1	.2416	.4051	.6004	.3357	.5169
AL - E						1	.2446	.2479	.4508	.5873
HC - E							1	.6617	.6734	.7791
LC - E								1	.6649	.8492
MP - E									1	.8957

AL = Academic Learning (n = 12)
HC = Heterogeneous Classrooms (n = 10)
Lc = Learning Community (n = 13)
MP = Multiple Perspectives (n = 16)
TOTAL = all alternative programs (n = 51)

Table 3

Relationships Between Desired Reactions to Beliefs Statements and Level of Coverage.

	AGREE				DISAGREE				BOTH				NEITHER			
PROGRAM	NI	NC	C	E	NI	NC	C	E	NI	NC	C	E	NI	NC	C	E
AL	3	89	107	102	7	47	45	35	3	81	30	11	2	32	1	5
n = 12	1.0	29.6	35.5	33.9	5.2	35.1	33.6	26.1	2.4	64.8	24.0	8.8	5.0	80.0	2.5	12.5
CATEGORY TOTAL			301				124				125				40	
			50.2%				22.3%				20.8%				6.7%	
HC	4	64	86	77	0	38	39	35	6	54	47	25	8	16	1	0
n = 10	1.7	27.7	37.2	33.3	0	33.9	34.8	31.3	4.5	40.9	35.6	18.9	32.0	64.0	4.0	0
CATEGORY TOTAL			231				112				132				25	
			46.2%				22.4%				26.4%				5.0%	
LC	5	64	116	133	5	40	66	52	9	62	60	23	5	17	1	0
n = 13	1.6	20.1	36.5	41.8	3.1	24.5	40.5	31.9	5.8	40.3	39.0	14.9	21.7	73.9	4.3	0
CATEGORY TOTAL			318				163				154				23	
			48.3%				24.8%				23.4%				3.5%	
MP	4	102	92	150	8	53	50	63	10	122	57	46	14	67	2	3
n = 16	1.1	29.3	26.4	43.1	4.6	30.5	28.7	36.2	4.3	51.9	24.3	19.6	16.3	77.9	2.3	3.5
CATEGORY TOTAL			348				174				235				86	
			41.3%				20.6%				27.9%				10.2%	
OVERALL	16	319	401	462	20	178	200	185	28	319	194	105	29	132	5	8
n = 51	1.3	26.6	33.5	38.6	3.4	30.5	34.3	31.7	4.3	49.4	30.0	16.3	16.7	75.9	2.9	4.6
CATEGORY TOTAL			1198				583				646				174	
			46.1%				22.4%				24.8%				6.7%	

NOTE: The numbers in the first row for each PROGRAM represent the raw frequency count for each of the sixteen possible response combinations for all 53 beliefs statements. The numbers in the second row for each PROGRAM represents within category percentages (where AGREE, DISAGREE, BOTH, and NEITHER are the categories). NI=Not Important, NC=Not Covered, C=Covered, E=Emphasized

Table 4

Faculty - Student Comparisons on Statements where High Agreement Exist

	ITEM #	AGREE	DISAGREE	BOTH	NEITHER	(EMPHASIS)
F	5	94.7	0	1.8	3.5	45.5
S		85.3	7.2		7.4*	
F	13	89.5	1.8	5.3	3.5	42.9
S		93.3	1.2		5.5	
F	41	77.2	0	17.5	5.3	23.2
S		70.5	7.8		20.7	
F	65	3.6	76.4	16.4	3.6	24.1
S		9.5	64.6		25.9	
F	69	63.0	5.6	16.7	14.8	24.5
S		56.0	3.9		40.2	
F	79	74.5	5.5	18.2	1.8	54.7
S		82.4	2.5		15.0	
F	87	70.9	10.9	16.4	1.8	43.4
S		72.3	17.2		10.4	
F	91	94.5	1.8	3.6	0	43.4
S		88.4	2.9		8.6	
F	93	83.6	0	12.7	3.6	61.1
S		86.1	3.9		10.0	

MEAN EMPHASIS = 40.31%

All entries are percents. F = Faculty responses, S = Student responses

* This entry represents the "neither" response on the student survey.

Table 5

Faculty - Student Comparisons on Statements where Low Agreement Exist

	ITEM #	AGREE	DISAGREE	BOTH	NEITHER	(EMPHASIS)
F	1	29.8	57.9	5.3	7.0	18.2
S		51.3	29.7		19.0*	
F	27	53.6	8.9	33.9	3.6	18.5
S		30.9	46.8		22.3	
F	31	24.6	40.4	29.8	5.3	29.1
S		42.6	32.2		25.2	
F	49	19.3	36.8	38.6	5.3	47.3
S		58.2	15.3		26.5	
F	51	10.7	26.8	48.2	14.3	3.7
S		39.2	26.4		34.4	
F	57	10.9	50.9	29.1	9.1	16.7
S		47.7	23.9		28.4	
F	85	7.4	51.9	35.2	5.6	34.6
S		42.7	19.4		37.9	
F	97	41.8	18.2	29.1	10.9	9.4
S		21.7	50.2		28.1	
F	101	30.9	30.9	30.9	7.3	22.6
S		31.0	42.8		26.2	

MEAN EMPHASIS = 22.23%

All entries are percents. F = Faculty responses, S = Student responses

* This entry represents the "neither" response on the student survey.

Standard Program
Faculty Survey
Spring 1986

Name _____ Course # _____ Survey # _____

Instructions:

As you read each of the following belief statements, (a) think first about how graduates of the **Standard** program should respond to the statement and then (b) describe the level of attention you give to the opinion/belief in the course you teach in this program (see above).

A. First, indicate how program graduates should respond to each statement by filling in the "bubble" on the IBM answer sheet that corresponds to your choice of . . .

1) AGREE if program graduates should agree with the stated opinion/belief.
2) DISAGREE if graduates should disagree with the statement.
3) BOTH agree and disagree if program graduates should adopt their own informed position after dealing with the statement as an open-ended issue in the program.
4) NEITHER agree or disagree if your interpretation of **Standard** program's goals does not provide an indication of how graduates should respond to the statement.

B. Then, indicate the extent to which you deal with the opinion/belief in your course by marking . . .

1) NC-NI if the opinion/belief is not covered in your course because you feel it is not an important issue for teachers.
2) NC-OR if the opinion/belief is not covered in your course for other reasons (e.g., likely to be covered by other courses in your program).
3) C-NE if the opinion/belief is covered, but not emphasized in your course (i.e., less that 25 minutes of instruction).
4) C-E if the opinion/belief is emphasized, in your course (i.e., more than 25 minutes of instruction is devoted to the issue).

Example:

	STATEMENT	POSSIBLE RESPONSES
107-108.	Creationism should be taught in public schools.	
107. A	1) AGREE 2) DISAGREE 3) BOTH 4) NEITHER	107. (1)(2)(●)(4)(5)
108. B	1) NC-NI 2) NC-OR 3) C-NE 4) C-E	108. (1)(●)(3)(4)(5)

According to this respondent, program graduates should form their own opinion regarding this issue. The respondent does not cover this issue although s/he feels that it is an important area for program participants to consider.

1-2. Some students do not have the innate ability to learn difficult concepts such as those taught in advanced high school courses in science and mathematics.

1.	A	1) 29.8	2) 57.9	3) 5.3	4) 7.0
2.	B	1) 5.5	2) 41.8	3) 34.5	4)18.2

3-4. Given the opportunity to choose, middle- and high-school aged students will make viable decisions about what they need to learn.

3.	A	1) 28.1	2) 10.5	3) 43.9	4) 17.5
4.	B	1) 9.1	2) 43.6	3) 25.5	4) 21.8

5-6. School-aged youngsters are capable of learning to accept responsibility for their own actions.

5.	A	1) 94.7	2) 0	3) 1.8	4) 3.5
6.	B	1) 1.8	2) 27.3	3) 25.5	4) 45.5

7-8. Special efforts should be made to mainstream as many handicapped children as possible into the regular classroom.

7.	A	1) 57.1	2) 1.8	3) 35.7	4) 5.4
8.	B	1) 1.9	2) 40.7	3) 33.3	4) 24.1

9-10. Learning that is motivated by intrinsic rewards (e.g., needs and interests) is superior to that which is motivated by extrinsic rewards (e.g., grades, special awards, privileges).

9.	A	1) 75.4	2) 1.8	3) 17.5	4) 5.3
10.	B	1) 1.8	2) 19.6	3) 25.0	4) 53.6

11-12. One of the most effective ways for teachers to increase motivation is to stimulate competition among students.

11.	A	1) 0	2) 68.4	3) 26.3	4) 5.3
12.	B	1) 3.6	2) 30.4	3) 25.0	4) 41.1

13-14. Risk taking and making mistakes are essential components of social, emotional, and intellectual development.

13.	A	1) 89.5	2) 1.8	3) 5.3	4) 3.5
14.	B	1) 1.8	2) 26.8	3) 28.6	4) 42.9

15-16. Students learn more when they work alone than when they work in groups.

15.	A	1) 3.5	2) 70.2	3) 21.1	4) 5.3
16.	B	1) 0	2) 16.1	3) 35.7	4) 48.2

17-18. A variety of face-to-face interactions with individuals from diverse cultures will not necessarily promote understanding and acceptance of those cultures.

17.	A	1) 40.4	2) 29.8	3) 22.8	4) 7.0
18.	B	1) 1.8	2) 49.1	3) 25.5	4) 23.6

19-20. Teachers should establish and enforce clear cut rules for acceptable student behavior.

19.	A	1) 67.3	2) 5.5	3) 25.5	4) 1.8
20.	B	1) 3.7	2) 20.4	3) 35.2	4) 40.7

21-22. Teachers should use the same standards in evaluating the work of <u>all</u> students in the class.

21.	A	1) 19.6	2) 42.9	3) 33.9	4) 3.6
22.	B	1) 1.8	2) 21.4	3) 48.2	4) 28.6

23-24. Academic success plays a central role in the development of a healthy self-concept.

23.	A	1) 78.6	2) 1.8	3) 19.6	4) 0
24.	B	1) 1.8	2) 21.8	3) 40.0	4) 36.4

25-26. Self-concepts and levels of academic achievement of individual students tend to conform to the expectations of their teachers.

25.	A	1) 71.4	2) 1.8	3) 26.8	4) 0
26.	B	1) 1.8	2) 25.5	3) 36.4	4) 36.4

27-28. Within the classroom setting, nearly all students try to be fair, cooperative, and reasonable in their relations with other students and their teacher.

27.	A	1) 53.6	2) 8.9	3) 33.9	4) 3.6
28.	B	1) 7.4	2) 38.9	3) 35.2	4) 18.5

29-30. In even the most demanding subject areas, acquisition of academic knowledge is or can be made interesting and appealing to everyone.

29.	A	1) 78.9	2) 1.8	3) 17.5	4) 1.8
30.	B	1) 1.8	2) 17.9	3) 32.1	4) 48.2

31-32. No matter how hard they and their teachers try, some students who are placed in regular classrooms will never master all of the basic skills in reading and mathematics.

31.	A	1) 24.6	2) 40.4	3) 29.8	4) 5.3
32.	B	1) 0	2) 29.1	3) 41.8	4) 29.1

33-34. Schools should function as agents to change society rather than as reinforcers of the status quo.

33.	A	1) 59.6	2) 3.5	3) 31.6	4) 5.3
34.	B	1) 3.6	2) 33.9	3) 21.4	4) 41.1

35-36. Exceptional students (e.g., gifted, mentally or physically handicapped) can be best served in special schools or centers.

35.	A	1) 5.4	2) 48.2	3) 42.9	4) 3.6
36.	B	1) 1.9	2) 48.1	3) 31.5	4) 18.5

37-38. Teachers should strive to establish a student-centered classroom rather than a teacher-centered classroom.

37.	A	1) 63.2	2) 3.5	3) 29.8	4) 3.5
38.	B	1) 1.8	2) 17.9	3) 32.1	4) 48.2

39-40. To provide educational equity, schools must allocate more resources (personnel and finances) to some groups of students than to others.

39.	A	1) 43.9	2) 15.8	3) 36.8	4) 3.5
40.	B	1) 1.9	2) 55.6	3) 24.1	4) 18.5

41-42. Schools can reduce racism among students.

41.	A	1) 77.2	2) 0	3) 17.5	4) 5.3
42.	B	1) 1.8	2) 51.8	3) 23.2	4) 23.2

43-44. Teachers should assume responsibility for eliciting parent support.

43.	A	1) 64.9	2) 3.5	3) 26.3	4) 5.3
44.	B	1) 0	2) 48.2	3) 33.9	4) 17.9

45-46. Students who disrupt class activities day after day should be removed from regular classrooms.

45.	A	1) 14.3	2) 26.8	3) 55.4	4) 3.6
46.	B	1) 1.8	2) 50.9	3) 36.4	4) 10.9

47-48. Parents should have a voice in deciding what content their children will be asked to learn.

47.	A	1) 36.8	2) 19.3	3) 36.8	4) 7.0
48.	B	1) 3.6	2) 58.2	3) 29.1	4) 9.1

49-50. In general, teachers' decisions regarding "how to teach" are more important than their decisions of "what to teach."

49.	A	1) 19.3	2) 36.8	3) 38.6	4) 5.3
50.	B	1) 0	2) 23.6	3) 29.1	4) 47.3

51-52. Teachers in grades 4-6 should assign at least one hour of homework every night.

51.	A	1) 10.7	2) 26.8	3) 48.2	4) 14.3
52.	B	1) 25.9	2) 42.6	3) 27.8	4) 3.7

53-54. The ultimate criterion in deciding what to include in the curriculum should be: "Does this content have practical application in daily living?"

53.	A	1) 25.0	2) 30.4	3) 39.3	4) 5.4
54.	B	1) 3.7	2) 35.2	3) 31.5	4) 29.6

55-56. When working with students from low income families, teachers should rely primarily on teacher directed, whole group instruction.

55.	A	1) 10.9	2) 70.9	3) 12.7	4) 5.5
56.	B	1) 1.9	2) 31.5	3) 31.5	4) 35.2

57-58. With the exception of specialized programs, all schools in a district ought to teach the same content in a given grade and/or subject area.

57.	A	1) 10.9	2) 50.9	3) 29.1	4) 9.1
58.	B	1) 3.7	2) 44.4	3) 35.2	4) 16.7

59-60. It is a teacher's responsibility to identify, and compensate for examples of cultural or sexual stereotyping in textbooks and other instructional materials.

59.	A	1) 83.6	2) 5.5	3) 7.3	4) 3.6
60.	B	1) 1.9	2) 33.3	3) 35.2	4) 29.6

61-62. Teachers should offer special encouragement to girls to do well in science and mathematics.

61.	A	1) 69.1	2) 3.6	3) 18.2	4) 9.1
62.	B	1) 3.8	2) 56.6	3) 20.8	4) 18.9

63-64. Instructional programs that seek to address interdisciplinary problems or themes (e.g., energy crisis, social equity) are generally superior to those that treat subject matter as isolated disciplines.

63.	A	1) 60.0	2) 9.1	3) 23.6	4) 7.3
64.	B	1) 3.7	2) 40.7	2) 11.1	4) 44.4

65-66. When working with slow learners, teachers should focus nearly all of their instruction on "minimum competency" objectives.

65.	A	1) 3.6	2) 76.4	3) 16.4	4) 3.6
66.	B	1) 0	2) 38.9	3) 37.0	4) 24.1

67-68. At least two-thirds of the classes students take in high school should be required courses rather than electives.

67.	A	1) 36.4	2) 5.5	3) 32.7	4) 25.5
68.	B	1) 20.8	2) 67.9	3) 3.8	4) 7.5

69-70. Subject-matter courses should stress the way knowledge is derived in the corresponding academic disciplines (e.g., why statements are or are not accepted as historical facts).

69.	A	1) 63.0	2) 5.6	3) 16.7	4) 14.8
70.	B	1) 11.3	2) 47.2	3) 17.0	4) 24.5

71-72. Because each group of students has a unique set of needs, teachers should develop different instructional objectives for each class.

71.	A	1) 58.2	2) 12.7	3) 21.8	4) 7.3
72.	B	1) 0	2) 31.5	3) 29.6	4) 38.9

73-74. Instead of mixing students with different levels of ability, required high school courses should have separate classes for low achieving and high achieving students.

73.	A	1) 7.5	2) 49.1	3) 28.3	4) 15.1
74.	B	1) 9.4	2) 56.6	3) 13.2	4) 20.8

75-76. School learning is serious business; it doesn't have to be fun.

75.	A	1) 25.5	2) 32.7	3) 36.4	4) 5.5
76.	B	1) 1.9	2) 31.5	3) 31.5	4) 35.2

77-78. Most students want teachers to assume an authoritative stance in the classroom.

77.	A	1) 45.5	2) 23.6	3) 25.5	4) 5.5
78.	B	1) 1.9	2) 39.6	3) 43.4	4) 15.1

79-80. Planning for instruction should almost always begin with a systematic diagnosis of student needs.

79.	A	1) 74.5	2) 5.5	3) 18.2	4) 1.8
80.	B	1) 0	2) 22.6	3) 22.6	4) 54.7

81-82. Teachers are obligated to provide all of their students with the remediation necessary to achieve mastery of essential knowledge and skills.

81.	A	1) 74.5	2) 9.1	3) 12.7	4) 3.6
82.	B	1) 1.9	2) 20.8	3) 39.6	4) 37.7

83-84. For maximum effectiveness, teachers must understand how they, themselves, learned the subjects they are teaching.

83.	A	1) 49.1	2) 7.3	3) 30.9	4) 12.7
84.	B	1) 9.3	2) 35.2	3) 29.6	4) 25.9

85-86. When making educational decisions, teachers should rely on what "feels right" instead of "what available information suggests is right" whenever these two sources conflict.

85.	A	1) 7.4	2) 51.9	3) 35.2	4) 5.6
86.	B	1) 0	2) 34.6	3) 30.8	4) 34.6

87-88. In general, the more a teacher knows about a subject, the better able s/he is to teach the subject effectively.

87.	A	1) 70.9	2) 10.9	3) 16.4	4) 1.8
88.	B	1) 0	2) 28.3	3) 28.3	4) 43.4

89-90. The most important measure of a good teacher is that teacher's ability to enhance the academic achievement of students.

89.	A	1) 43.6	2) 16.4	3) 34.5	4) 5.5
90.	B	1) 0	2) 22.6	3) 47.2	4) 30.2

91-92. To be a good teacher, one must continually test and refine the assumptions and beliefs that guide his/her approach to teaching.

91.	A	1) 94.5	2) 1.8	3) 3.6	4) 0
92.	B	1) 0	2) 13.2	3) 43.4	4) 43.4

93-94. The development and delivery of a lesson plan should always be guided by a clear statement of what students are expected to learn.

93.	A	1) 83.6	2) 0	3) 12.7	4) 3.6
94.	B	1) 0	2) 18.5	3) 20.4	4) 61.1

95-96. Students should have a strong voice in planning classroom activities.

95.	A	1) 32.7	2) 14.5	3) 43.6	4) 9.1
96.	B	1) 3.8	2) 20.8	3) 52.8	4) 22.6

97-98. Nearly all parents are supportive of teachers and schools.

97.	A	1) 41.8	2) 18.2	3) 29.1	4) 10.9
98.	B	1) 3.8	2) 50.9	3) 35.8	4) 9.4

99-100. It is fair to regular students for teachers to devote more time and attention to mainstreamed or other exceptional students.

99.	A	1) 18.2	2) 38.2	3) 32.7	4) 10.9
100.	B	1) 1.9	2) 56.6	3) 20.8	4) 20.8

101-102. When a teaching strategy works in one class, it is very likely to work in a different class with the same age group, subject, and teacher.

101.	A	1) 30.9	2) 30.9	3) 30.9	4) 7.3
102.	B	1) 0	2) 34.0	3) 43.4	4) 22.6

103-104. In all likelihood, an elementary-school student who has outstanding abilities in mathematics also has outstanding abilities in reading and social studies.

103.	A	1) 23.6	2) 41.8	3) 21.8	4) 12.7
104.	B	1) 3.8	2) 54.7	3) 30.2	4) 11.3

105-106. Students should be required to pass tests in reading, writing, and mathematics in order to graduate from high school.

105.	A	1) 37.0	2) 5.6	3) 38.9	4) 18.5
106.	B	1) 7.7	2) 63.5	3) 21.2	4) 7.7

THANK YOU!

Your cooperation in completing this survey is greatly appreciated.

- This instrument was prepared by Don Freeman, Bruce Brousseau, and other UPEC members -